

KNIGHTSVILLE ELEMENTARY

847 Orangeburg Road
Summerville, South Carolina 29485

GRADES PK-5 Elementary School

ENROLLMENT 948 Students

PRINCIPAL Laura R. Blanchard 843-873-4851

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	65	19	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

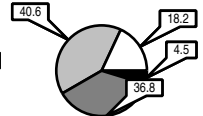
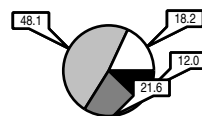
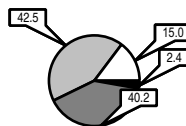
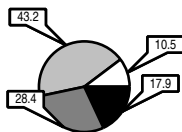
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	511	99.8	15.0	42.1	39.7	3.2	57.3	Yes	Yes
Gender									
Male	260	99.6	21.0	43.2	31.7	4.1	49.8		
Female	251	100.0	8.7	40.9	48.3	2.2	65.2		
Racial/Ethnic Group									
White	396	99.8	14.0	37.7	44.7	3.5	61.5	Yes	Yes
African-American	99	100.0	20.0	58.9	18.9	2.2	40.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	12.5	62.5	25.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	439	99.8	10.3	43.7	43.2	2.7	61.4		
Disabled	72	100.0	43.9	31.8	18.2	6.1	31.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	511	99.8	15.0	42.1	39.7	3.2	57.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	99.8	14.9	42.0	39.9	3.2	57.5		
Socio-Economic Status									
Subsidized meals	224	100.0	19.4	50.0	28.6	2.0	48.0	Yes	Yes
Full-pay meals	287	99.7	11.9	36.5	47.7	4.0	63.9		

Mathematics - State Performance Objective = 15.5%									
All Students	511	100.0	10.3	42.8	28.3	18.6	64.1	Yes	Yes
Gender									
Male	260	100.0	10.7	40.6	27.5	21.3	64.8		
Female	251	100.0	10.0	45.2	29.1	15.7	63.5		
Racial/Ethnic Group									
White	396	100.0	7.0	40.1	30.9	22.0	70.2	Yes	Yes
African-American	99	100.0	22.2	53.3	18.9	5.6	42.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	37.5	50.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	439	100.0	7.6	42.6	29.9	19.9	67.9		
Disabled	72	100.0	27.3	43.9	18.2	10.6	40.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	511	100.0	10.3	42.8	28.3	18.6	64.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	507	100.0	10.4	42.6	28.4	18.6	64.4		
Socio-Economic Status									
Subsidized meals	224	100.0	17.3	48.5	23.5	10.7	50.0	Yes	Yes
Full-pay meals	287	100.0	5.4	38.8	31.7	24.1	74.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	157	97.5	12.5	33.1	50.7	3.7	54.4
	Grade 4	171	99.4	18.2	45.5	35.7	0.6	36.4
	Grade 5	181	97.2	36.2	44.8	18.4	0.6	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	175	100.0	11.2	31.2	51.8	5.9	57.6
	Grade 4	159	99.4	13.8	40.8	44.1	1.3	45.4
	Grade 5	177	100.0	19.4	57.1	23.5	N/A	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	157	97.5	10.9	39.4	29.2	20.4	49.6
	Grade 4	171	97.7	3.2	45.5	22.7	28.6	51.3
	Grade 5	181	97.8	20.5	47.0	22.3	10.2	32.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	175	100.0	7.6	40.6	34.7	17.1	51.8
	Grade 4	159	100.0	8.5	41.8	27.5	22.2	49.7
	Grade 5	177	100.0	14.7	48.2	22.4	14.7	37.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 948)				
First graders who attended full-day kindergarten	92.4%	N/C	100.0%	100.0%
Retention rate	2.1%	Down from 2.6%	2.7%	2.7%
Attendance rate	96.2%	Up from 94.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.2%		3.1%	3.5%
Eligible for gifted and talented	24.7%	Up from 20.3%	16.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Up from 5.3%	8.6%	8.2%
Older than usual for grade	0.3%	Down from 0.8%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 5.3%	0.0%	0.0%
Teachers (n= 67)				
Teachers with advanced degrees	43.3%	Down from 45.3%	52.5%	51.4%
Continuing contract teachers	91.0%	Up from 87.5%	90.0%	87.5%
Highly qualified teachers**	95.1%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 86.2%	88.9%	86.7%
Teacher attendance rate	94.1%	Down from 94.3%	95.0%	94.9%
Average teacher salary	\$40,035	Up 0.9%	\$40,915	\$40,760
Prof. development days/teacher	12.7 days	Up from 12.0 days	11.7 days	12.4 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.6 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.2%	Up from 87.6%	90.2%	90.0%
Dollars spent per pupil*	\$5,760	Down 0.3%	\$5,712	\$6,044
Percent of expenditures for teacher salaries*	64.1%	Down from 64.5%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.3%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.8%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Knightsville Elementary School has a time-honored tradition of creating lifelong learners who are able to meet the challenges of the future. In the pursuit of this goal, Knightsville has achieved recognition as a Blue Ribbon School of Excellence and a Flagship School of Promise. The faculty and students at Knightsville have also been honored with the South Carolina Exemplary Reading and Writing Award, as well as been named as a finalist for the Palmetto's Finest Award. Our tradition of excellence continues to influence everything that we do at Knightsville.

This year our diverse student population exceeded 1017 with the expectation of continued rapid growth in the geographical area. We seek to create a learning environment where our children can and do succeed. While we have experienced success in many areas, we continue to focus on growing and assisting students in achieving more. We continuously assess student performance to drive instruction.

We use the data to target the specific needs of children.

Staff development plays a key role in helping teachers meet the needs of our children. We have continued to focus on literacy instruction in our district to further help us achieve our goals for student performance. We have provided small group differentiated instruction through a variety of programs and schedules to include RRR in kindergarten, PAWS in first grade, and literacy programs in 2nd and 3rd grades.

Students have continued to participate in PACT-like district-wide writing prompts. Write Traits training has helped us to be even more effective in meeting the individual needs of our students. We have focused on standards-based instruction in team planning each week. We have two technologically up-to-date computer labs that are utilized by teachers and students on a regular basis to develop PowerPoint programs, to conduct research, and to develop computer literacy skills.

Knightsville Elementary achieved 17 of the 21 Adequate Yearly Progress (AYP) objectives. An area in need of growth was our special needs population. Our plans for the 2004-2005 school year include a continued focus on the literacy model through staff development and scheduling. We will continue with the implementation of RRR, PAWS, and literacy assistants to enhance differentiated reading instruction in the classroom. In the 2004-2005 school year, we will focus on differentiated math instruction. We will utilize team planning and district early release days to plan for this instruction. All of these efforts will continue to target our special needs population in efforts to move toward achieving AYP.

The administration, faculty, and staff of Knightsville are committed to providing a safe, happy, learning environment where children are ready to meet the challenges of the future. We value the strong community support and caring parents who support us in our efforts to achieve excellence!

Laura Blanchard, Principal

Margaret Aldridge, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	70	161	100
Percent satisfied with learning environment	95.7%	86.2%	84.8%
Percent satisfied with social and physical environment	98.6%	84.4%	80.0%
Percent satisfied with home-school relations	81.4%	89.3%	71.7%

*Only students at the highest elementary school grade level at this school and their parents were included.